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ABSTRACT

Multicultural education in Germany has been profoundly affected by history and the consequences and burdens of war. As Germany has always understood itself to be a monocultural country, there was initially little room for unpopular multicultural approaches to school organization and curriculum. Depending on the political orientation of state government, there have been diversified attempts to deal with educating a permanently increasing number of immigrant students. The four main approaches to children speaking a first language other than German, an ever-increasing group in Germany, have been: (1) separation in like-group schools; (2) assimilation; (3) a cooperative policy of trying to preserve mother tongue identity, literacy, and values; and (4) a United Europe policy to try to replace old nationalism with new Eurochauvinism. Multicultural education in Germany today must take into account changes in race relations in recent years, the growing numbers of immigrants and their economic situation, and nationalist movements. Teachers face a growing tide of racism and nationalism and must have political support in their efforts. (Contains 128 references.) (SLD)

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